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Let's Talk It Over

The Extension Worker as a Counselor

U. S. DEPARTMENT OF AGRICULTURE

Extension Service

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People are having a greater variety of domestic problems and they are also being more keenly aware of the significance of these problems and the wisdom of gaining insight in dealing with them from persons who have special training for the giving of counsel.

* * * It is rather that there is a growing awareness, especially among young people, that the building of wholesome family life is a safer and easier undertaking when counsel is sought, and that the counselor has functions similar to that of the architect in the building of a house.

—*Ernest R. Groves and Catherine Groves.*

FOREWORD

The extension worker deals with people. Each director, State leader, specialist, district and county agent is an educator, a guide and counselor to the people working with him and the rural people of his State and county. The Extension Service has built its achievements on the principle that people can be helped to help themselves.

In the areas of agriculture and homemaking the extensioner is ready with fact-based advice. But the people and the worker himself have other problems—personal and family ones. They want to talk them over with the man or woman who has always been ready to encourage, suggest, and advise. Sometimes their only need is the emotional relief that comes from the telling of their story. The extension worker then is a listener.

Many of these problems are too involved and personal to permit him to venture advice. Yet every extension worker can counsel safely if he will confine himself to guiding people's thinking through the maze of the emotions, the causes, and the effects of the situations that trouble them, into a plan for a solution.

This publication is a blueprint for such counseling. It is another method of helping people to help themselves.

M. L. Wilson

Director of Extension Work.

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Let's Talk It Over

THE EXTENSION WORKER AS A COUNSELOR

By Lydia Ann Lynde, *extension specialist in parent education*

Extension workers and other rural people are finding modern life complex and confusing. Each day and each person bring new challenges and involvements.

Many people are troubled and worried. When Farmer and Mrs. Brown come into the extension office, they want information and advice. Things may not be going well at home, in the neighborhood, at the co-op. The Browns want someone to help them decide what they should do, and they turn to their extension agents because they have faith in them. But, knowing that people must face their own problems and work out their own solutions, these agents will not make decisions and plans for the Browns. Instead, they will guide them into making their own decisions.



GUIDING PEOPLE'S THINKING

When people are worried they find it hard to think clearly and directly. The counselor's task is to help them think in a straight line through their problem. They must first become "objective." This means that each detail and experience of the problem will be examined and placed in its proper relationship to the others. Through this sorting process, people relieve some of their emotional disturbance and lay a foundation for reasonable planning.

A series of simple questions will help. Each question has an important purpose and should be asked again and again until this goal is reached. The counselor should use his own words, but never forget the purpose of his question. In addition, his questions should be patterned to follow step by step.

Washington, D. C.

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STEP I. Face the problem.

1. *Ask:* What's the matter, or what's the trouble? (Try to ask the question your own way.)

Purpose: To get the problem into words. Frequently our feelings make us avoid admitting what our problem really is. Until we get it into words we cannot work toward a solution.

STEP I

2. *Ask:* Why are you worried about it?

Purpose: To get Farmer Brown to uncover and admit the fear involved. Most problems have a fear basis, and we cannot solve them without acknowledging and considering that fear. Usually this will come out as "Well, I'm afraid that—," or "I think he may—," or "I don't want him to—."

STEP II. Look at the cause of the problem.

3. *Ask:* What has been happening?

Purpose: To help Farmer Brown see the build-up to the problem. Every trying situation has had a build-up through many past happenings. It is wise to look at them, for this looking relieves tension and increases understanding. It makes clear thinking easier. It puts the problem in perspective.

STEP II

4. *Ask:* Why is it a problem now?

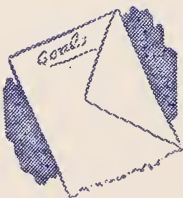
Purpose: He needs to get a clear picture of the last happening. There is always something, some happening, that brings the problem to a head. This either makes us want to do something about it or realize that we must act.

STEP III. Get Farmer Brown to put himself in the other person's place.

5. *Ask:* If you were that other person, how would you feel about it?

Note.—Since these goals are to be referred to again and again, jot them down. Use only the back of an old envelope or a scrap of paper from the wastebasket. A large fresh sheet or pad of paper may be frightening. Say, "Let's jot these down so that we can keep them in mind." At the end of the counseling period tear this up or give it to Farmer Brown.

By this time Farmer Brown has lost some of his emotional tenseness, is aware of his problem as a whole, and sees it in proper perspective. He is now ready to make a plan for solving his problem.



Purpose: He needs to understand the other person's "emotional slant." Whatever we plan to do must be fitted to the other person's feelings.

6. *Ask:* If you were that other person, what would you think?

Purpose: Farmer Brown needs to recognize others' point of view. Other folk are troubled too! What they think is important to the planning.

STEP III

STEP IV. He must set some goals.

7. *Ask:* What do you want to have happen?

Purpose: To get some definite changes to work toward. This is a most important step in developing a plan of action.

8. *Ask:* What do you want for yourself?

Purpose: To help Farmer Brown to be sure of his own desires. We can't plan successfully until we are sure of our own desires.

9. *Ask:* What do you want for the other person or persons?

Purpose: To be sure his goals will benefit the others. Any plan will fail if it does not benefit everyone involved.

STEP IV

STEP V. Consider what to do.

10. *Ask:* Now what could you do?

Purpose: To get a list of possible actions. He needs many ideas from which to choose.

11. *Ask:* Will that [each idea] bring you to your goals?

Purpose: To be sure the action selected will lead to his goals. [Refer to the scrap of paper.]

12. *Ask:* Will that [each idea] fit in with the thoughts and feelings of the other person?

Purpose: He needs to be sure the action will be acceptable to the others. When one or more actions are selected as good, we are ready to move on.

STEP V

STEP VI. Make a plan of action. This is the "how and who" step.

Take each selected action and ask the questions.

STEP VI

13. *Ask:* How will you do it?

Purpose: To help him to develop a 1, 2, 3 plan. Farmer Brown needs to know what to do first, then next, and next. Deciding how to do it may be more difficult than determining what to do.

14. *Ask:* Who will help you?

Purpose: To select the person to help at each point where help is needed. Sometimes Farmer Brown cannot carry out his plan alone.

STEP VII. Check the plan with the goals set at step IV.
[Refer to paper.]

STEP VII

15. *Ask:* If you follow this plan will it lead you to your goals?

Purpose: To help Farmer Brown to be sure the plan will really enable him to arrive at the desired goals. Sometimes the mind wanders off on a beautiful but fruitless idea.

16. *Ask:* Does it lead to each goal?

Purpose: To be sure the plan covers all the goals set. Sometimes one is missed.

STEP VIII. Decide on a test for the plan.

STEP VIII

17. *Ask:* How will you know whether the plan is working?

Purpose: He needs to select some indicator of success to watch for.

18. *Ask:* How will you know if it isn't working?

Purpose: To encourage Farmer Brown to drop the plan if it seems to be failing. Since we cannot foresee all possible effects, we should be on the alert. If failure is apparent, go back to step V and try again. Often only a little thing may indicate success or failure.

Give the Plan Time To Work

At this point the extension worker can give one bit of safe advice. Say to Farmer Brown, "Your plan looks like a good one. Give it time to work. No changes come suddenly. They grow out of changed conditions. Your plan provides a changed condition. Let it work. Here are your goals. Want to take them with you?" If he doesn't want them, tear up the paper and throw it away, so that he will know this problem isn't going on a permanent record.

LET'S SEE HOW THE PLAN WORKS IN THE COUNTY

When Farmer Brown comes into the extension office he has something on his mind. He wants information or counseling, perhaps both. After greeting him, the agent gives him a lead, "What's on your mind?" or "How's the new water system in the barn?" or "How are things out your way?"



Farmer Brown replies, "Pretty good, I guess, but I'm beginning to think I made a mistake in that water system." They are over the bump. Let's follow Mr. Agent and Farmer Brown down the line.

Getting the Problem Into Words

Mr. Agent is thinking, "This man has a problem. I must get him to put it into words. I must see what he is afraid of." So he asks, "What seems to be the matter? Doesn't it work?" [Question 1.]

Farmer Brown. Works fine, but somehow I don't think Mary approves of it.

Finding the Fear

Agent. Is that worrying you? [Question 2.]

Farmer Brown. Yes, it is. You see, Mary and I are pretty close, and I'm afraid she thinks I'm just lazy, that I think more of myself than her.



Getting the Build-Up

Agent. What makes you think so? [Question 3.]

Farmer Brown. Well, we've always talked a lot when I'm in the house. Seems we don't talk as much lately. Yesterday she came into the kitchen with a bucket of water and I said, "Why didn't you tell me you wanted water?" She just grunted.

Agent. So that's why you are worried now? [Question 4.]

Farmer Brown. Well, yes. Then this morning when I said, "If you'll just tell me how much water you'll need, I'll carry it in," she said that since I knew how many buckets it takes for cows and chickens I ought to know how much humans need. So I just walked out. Now I'm kind of sorry, but I was just plain mad. Kind of hate to go home.



Getting the Other Person's Thoughts and Feelings

Agent. Hate to face her? Maybe she's feeling better by now. Probably sorry, too. Have you ever tried looking at that water system the way she may be looking at it? Why

don't you try? Suppose you are Mary. "Mary, how do you feel about John's water system in the barn?" [Question 5.]



Farmer Brown. Well, I guess if I were Mary maybe I'd feel cheated.

Agent. "Mary, what do you think about this problem of water in the barn?" [Question 6.]

Farmer Brown. You still want me to be Mary? "Well, I think it's nice for John to have it [you know she always wants me to have things easy] but he's known I've wanted water in the kitchen for years. I think we could have had both." Well, I guess that's what she thinks, but I had to borrow that money. Just couldn't afford help to pump all that water. Took a lot of time. Seems she'd see that. But I can see now she's thinking about all the water she pumps. Takes time, too. I guess we men don't always think about women's time and how hard their work is. Mary's not one to complain.



Setting a Change To Work Toward

Agent. What do you really want to have happen? [Question 7.]

Farmer Brown. I want to be on good terms with Mary again.

Agent. Let's see what you really want for yourself. [Question 8.]

Farmer Brown. Well, I wish I didn't feel so—well, guilty.

Agent. You want to feel that you have been fair? Let's jot it down and look at it. [A scrap of paper.] Fairness! That's always a good goal in family life. Just what do you want for Mary? [Question 9.]

Farmer Brown. I've always wanted her to be happy, to know that I aim to think of her first.

Agent. We slipped up there, didn't we? You notice I said "we" because, remember, I suggested the barn water pump. Let's jot down "Mary first." See you have two goals, "fairness"—that means for both of you—and "help Mary feel she comes first." Well, as we look at those, what could you do? [Question 10.]



Listing Some Actions

Farmer Brown. I've been thinking, maybe I could get water in the kitchen, too.

Agent. Would that take care of your two goals? [Question 11.]

Farmer Brown. Looks like it might.

Agent. Do you think it will make her feel better? [Question 12.]

Farmer Brown. Hope so. It should.

Making a Plan

Agent. The next question is, How will you do it? [Question 13.]

Farmer Brown. That's the trouble, how? Is there any way I could hook the house well onto the barn pump, or will it take another pump? I think I can get pipe. You remember I bought more than I needed and an extra faucet too—kind of a job lot. First, I guess I've got to find out what can be done. Then I'll talk with Mary about it. I want to do it the way she wants it if I can. Then I'll have to borrow some of the money. I guess I can swing that. I can do the work myself, like I did on the other. Can you help me get the figures together? Do you know, I feel better already!

Agent. I guess you do. We always feel relieved when we get a plan organized. You want me to help you with the new plan? Bring a drawing in after you've talked with Mary. We'll see what we can do. Maybe the extension agricultural engineer can help us. Anyone else you need help from? [Question 14.]

Checking the Plan

Farmer Brown. If this doesn't perk Mary up, I may need that family-life specialist too.

Agent. Well, will it perk her up? Let's look at the goals again and see: [Question 15.] Fairness? Make Mary feel you think of her first? Those goals seem fair, but how about Mary? [Question 16.]

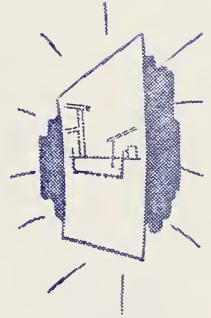
Farmer Brown. I'm not too sure about her.

Agent. Now, what can you do about that?

Farmer Brown. I'll just have to talk it over with her, first of all, and explain how kind of sorry I've felt. She's usually pretty sensible. Guess that comes first of all.

Agent. Well, your plan, then, is like this:

- (1) Tell Mary you're sorry, and you understand how she feels.
- (2) Plan together where the water is to be brought into the kitchen.
- (3) Draw a rough plan.
- (4) Bring it to me and I'll go over it, and if we need more help, I'll get it.



- (5) Make a cost estimate.
 - (6) Arrange to increase your loan.
 - (7) Get materials together. Then I guess it's up to you to plan your worktime. But how are you going to know whether this plan clears you with Mary?
- [Question 17.]

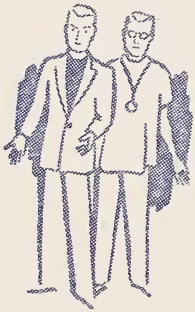
Farmer Brown. If she'll just talk like she used to, I'll know.

Agent. That will show if the plan fails too. If it does fail, guess you'll have to S O S the family-life specialist. It looks good though; but give it time. Folks don't always change overnight. Let me know how you get along. Want these "goals" we wrote down? Well, so long. Glad you came in. I'll look for that sketch. Come in when you get it ready.

WHEN GUIDING ISN'T ENOUGH

We all occasionally have troubles that are so complicated and make us so tense that even with guidance we can't successfully think them through. If in response to questions 1 and 2, the agent can get no clear statements after several tries, he should realize that Farmer Brown needs more specialized help. Suggest, then, that he go to his physician, the pastor of his church, or to a guidance clinic. Most of the States have some guidance facilities. The mental hygiene division of the State department of health usually can advise the agent as to their location and use.

Sometimes people are afraid of a guidance clinic. They are afraid that a psychiatrist will label them unbalanced. They need to know that a psychiatrist is a medical specialist—a doctor who has specialized in human emotions and who treats people for emotional upsets, just as the heart specialist treats them for heart ailments. Our emotions, our worries, and our tensions are often the causes of physical illness. Psychiatry is the branch of medicine that deals with these things and helps us to live more comfortably in this difficult world.



COUNSELING IS A PART OF SUPERVISION AND ADMINISTRATION

The most difficult part of supervision and administration is the handling of personnel. The supervisor is responsible for getting the work done. He must help the worker succeed. He must help him to make the best use of his individual talents, help him to recognize his own problems, and help him to solve them. Everyone makes mistakes, and most of us need help and guidance in correcting them. This

is an important part of supervision. As the supervisor and administrator talk with staff members, they can be alert to notice little remarks that indicate areas of worry or dissatisfaction, for these often block good work. Friendly conversation opens the door for counseling and gives the worker a feeling of at-oneness with his organization. Counseling is an excellent tool for supervisor or administrator to use in dealing with interpersonal relationships or work failures.



The District Agent Counsels a Home Demonstration Agent

Miss Reem, district agent. Miss Jones, your last report was a fine story of your work. But you made no mention of the young adult group you had planned.

Miss Jones. No, we didn't get started. I planned to.

District Agent. What was the trouble?

Miss Jones. Well, you know just how full my schedule is. There just wasn't time. I'm discouraged.

District Agent. Why do you feel discouraged? [The problem.]

Miss Jones. I'm afraid I just can't do everything the job demands. I don't get to the 4-H Clubs as often as the leaders expect. The home demonstration groups demand so much time. [The fear.]

District Agent. Haven't the leaders been getting along pretty well?

Miss Jones. No, I think the girls could turn out better work. I should give more time to the leaders too. [The past.]

District Agent. I hadn't noticed that the work was not as good. Is this just recent?

Miss Jones. Well, last Wednesday, Mrs. Rufus came in and was quite upset. I hadn't been out to help her club with the placing of their patterns. One member got hers a little off the straight of the goods. Mrs. Rufus wondered whether she was expected to replace the material. She was really mad about it. I was tired, so I got a little mad myself. Anyone should know that a pattern has to be placed straight. I can't be responsible for all their mistakes. [Recent happenings.]

District Agent. Sometimes it is a little hard to do, and the girls are often impatient, too. When a person you are working with gets upset, it sometimes helps if you try to imagine yourself in her place. If you were Mrs. Rufus, how would you feel?

Miss Jones. I guess just as she does; probably feel a failure as a leader.

District Agent. What is she thinking?

Miss Jones. I am sure she is thinking that she can't do the job without more help. She is probably worried about the cost of the material, too. She doesn't have much. [The other person's thoughts and feelings.]

District Agent. Let's think about this for awhile. What do you want to accomplish in your county? You do have some goals?

Miss Jones. Why, I want a well-balanced program; more 4-H Club, older-youth, and home demonstration groups; more communities organized.

District Agent. Let's jot that down so we can refer to it. [She takes an old envelope from her purse.] What do you want for yourself?

Miss Jones. For myself? Well, more time, I guess. I often work 14 hours a day and still can't get everything done that is expected of me.

District Agent. What about Mrs. Rufus—and the other leaders?

Miss Jones. I do want Mrs. Rufus to feel successful in her leadership. I would like to give them all more help. [Goals.]

District Agent. Those are good goals. Can't we find a way to reach them? What could you do?

Miss Jones. About the time. If I just didn't have to go to every home demonstration meeting. The women think they can't carry on without me.

District Agent. Could they?

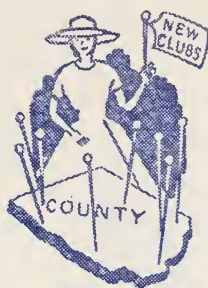
Miss Jones. Why, Miss Reem, some of those groups have been going 20 years. You'd think those women could do everything by this time—almost know more than I do! Their leaders could give most of the demonstrations, and perhaps some of them could help me with 4-H, too. I just never thought of that. [What to do.]

District Agent. That sounds possible. Let's look at your goals again. You've indicated another—more leader training. Well-balanced program. More time. Help Mrs. Rufus and the other 4-H leaders feel successful. Give them more help. Look all right, don't they? The next thing is, how will you do it?

Miss Jones. I guess that won't be as easy as it sounds. First, I'll have to talk with the women. It will take a month to get around. No, the leaders are coming in for program planning the end of next week. I'll talk it over with them



then. I'll tell them about the communities that I haven't organized, and ask them to help with that. Then I'll ask them to come in once a month for training, so I won't have to go to all their meetings and can give more time to the young people. They all think our young people need more help. Mrs. Johnson and Mrs. Mort, perhaps, could help me with 4-H Clubs, too. You know, since their husbands died and their sons have taken over their farms, they are sort of lost. I feel sorry for them. I'll ask them to help with the clubs in their communities and one or two others. [The plan.]



District Agent. That sounds like a good plan. Let's go back to your goals again. Better balanced program, more home demonstration groups, older youth. What about more 4-H Clubs?

Miss Jones. If Mrs. Mort and Mrs. Johnson can help me some, I should be able to have more.

District Agent. More time! If you visit the home demonstration groups less often, that should release at least 12 afternoons. Mrs. Rufus?

Miss Jones. I guess I've something to do there. I'll have to stop by and talk with her. I'm sorry I was so snappy. I'll be glad to replace the material. [The check with the goals and completion of plan.]

District Agent. I think it can come out of that special fund the women raised for Achievement Day and 4-H Club work.

Miss Jones. I'll tell her my plans for more time to help leaders. My, I feel like a new person!

District Agent. When we have made a plan for meeting a difficult situation, we always feel relaxed. When you get this plan into action, how will you know whether it is working well?

Miss Jones. I'll visit a few home demonstration groups each month and a few 4-H Clubs. [The test.]

District Agent. If it doesn't work, we'll think it through again.

Miss Jones. I just wish that program-planning meeting was tomorrow.



The Director Counsels the Specialist

A purpose of the Extension Service is to bring up-to-date information to the farmer and help him adjust to its use. This makes the subject-matter specialist a key person to a successful program. How the specialist can best make his knowledge useful to rural people of the States is a constant concern of both director and specialist. Each specialist

has some specific skills in subject-matter presentation, and his success with one or two methods may block his adventuring with others. The director may need to help him get an objective attitude and perspective of his field with regard to methods, and its interrelations with other subject-matter fields. Counseling is the tool.

SO THE DIRECTOR TALKS WITH JIM

Director. I called you in, Jim, because I heard that Dan sent you an S O S to come to his county last Monday. I wondered whether it was something serious we should all know about.

Specialist. Oh, no. Just one of his new "veteran" farmers got upset. Dan thought I'd better talk with him. Nothing serious at all. Thought he was going on the rocks. Just needed a little encouragement. Needs help in planning.

Director. That's quite a trip—85 miles. Couldn't Dan tell him what to do?

Specialist. I don't know. He probably could. I don't know how good Dan is in this field. He seems to be a good agent, but whenever anything develops he gives me an S O S.

Director. Is Dan the only agent that calls you for individual service?

Specialist. Oh, no. Last week I had several calls. Ralph wanted me to look over the situation for that new manager of those farms the life insurance company combined into one. That man's going to be a good farm manager; needs a little help. I'll go back early next month. That new agent in the next county wanted me to make some farm visits, too. On my way back I stopped at Goswell's. That man's a good farmer, but he always has a problem up his sleeve. Quick to get ideas. I like to work with him. Good friend of Extension; influential in the county, too.

Director. He has a nice-looking place, Jim. When you give him a helpful idea, does he make a demonstration of it—tell or show his neighbors how it is done? What I'm trying to get at, are these visits to work with one special farmer helpful to others, or are we serving just one person? Do you help him plan to share the help you've given?

Specialist. Well, no. I can't say I do. I think that's the agent's job. I'm just a trouble shooter. I'm not sure people learn much in groups anyway.

Director. But, Jim, that's what we're trying to do in Extension, serve groups, not just individuals—through a big, widespread, educational program.



Specialist. I know, but that takes a lot of time to plan, write bulletins, have conferences with agents. I just can't find time to do it. I have too many calls from the counties.

Director. Have you ever considered that you could help 10 to 20 times as many farmers if you didn't answer every S O S?

Specialist. No, I guess I like to work on the individual-farmer basis. [The problem.]

[In this case the director has known the problem and realized that he must help the specialist recognize it himself.]

Director. Well, Jim, have you ever figured out why—why you don't have a big State-wide program?

Specialist. No. Except—well, I'm afraid a big program wouldn't work out. You have to depend on other people too much. [The fear.] When I talk to a man direct I know he gets it. Builds friends for Extension, too.

Director. Yes, but not enough, Jim. Why do you think the agents and leaders can't use your subject matter in group work? They seem pretty successful in other fields.

Specialist. I've tried it. Remember that mess I got into in that southern county a few years back? That time I left the job to the agent. He sure bungled it. [Causes.]

Director. Jim, you're too good a man in your field to waste yourself. Don't you think you could get the agents to take more responsibility?

Specialist. I don't think they want to. Their calling on me all the time shows that.

Director. Jim, I question that! How do you think our county men feel about your field? What do they think? Wait! If you were Dan, now, how would you feel or think?

Specialist. Well, I think I'd be glad I didn't have to bother with it—just one more thing. Dan probably thinks that I think I'm the only one who knows. [Thoughts and feelings.]

Director. Jim, remember we were talking about goals at our last annual conference. What do you want to accomplish in your field?

Specialist. I want to help the farmers of this State make a go of it. Give them all the help I can. I see what you mean—more farmers. I want to help the agents do a better job. Maybe they shouldn't have to call me for every little thing that comes up. I guess I should help them more. [Goals.]

Director. Let's think it through. What could you do?

Specialist. Well, demonstrations, agent-training schools, county meetings, radio—if I want to reach more folks.



Guess that's it. [What to do.]

Director. We have found those good ways of reaching people, but how will the agents respond?

Specialist. It will take some selling. They've always depended on me.

Director. The next question is, How? Suppose you make up a plan, bring it in Monday morning—say about 10—and we'll go over it. I'd like to see your work featured more, Jim. It's good stuff. You're a good man. More people need your help.

[In this instance the director has achieved one purpose—the specialist has recognized his problem and has started purposeful thinking about a solution. But the director's job as a counselor is not completed. Since the specialist will have to force himself into a plan of action, which he has dodged in the past and which is against his inclination, the director has set a time for him to report back. Counseling does not end with the specialist's seeming willingness to change. A definite plan must be prepared and checked against the goals. Such a plan is especially necessary when, as in this case, there is an adverse emotional slant. The counselor must stimulate action, keep it moving, and see that there is some plan for checking progress. This check can, in turn, become a stimulator to further progress or to better planning if progress is lacking. To complete the plan may require several sessions with the director.]

In each of the foregoing examples, purposeful questions gave the guidance needed and kept the thinking direct and clear. The agent, the district agent, and the director helped the farmer, the home demonstration agent, and the specialist each to see his own problem and make his own plan of action. This is helping people to help themselves.



A BLUEPRINT FOR COUNSELING

When counseling others we should help them—

- I. To face the problem—
 1. By getting the problem into words.
 2. By uncovering the fear.
- II. To look at the causes—
 3. By seeing the problem build-up.
 4. By understanding the most recent happening.
- III. To put themselves in the other person's place—
 5. By getting his emotional slant.
 6. By getting his point of view.
- IV. To set some goals—
 7. By having a definite change to work toward.
 8. By being sure of desires for self.
 9. By being sure the goals benefit others.
- V. To consider what to do—
 10. By getting a list of possible actions.
 11. By selecting actions that will lead to the goals.
 12. By being sure the action will be acceptable to others.
- VI. To make a plan of action—
 13. By developing a 1, 2, 3 plan.
 14. By selecting persons to help, when help is needed.
- VII. To check the plan with the goals—
 15. To be sure the plan has not wandered from the goals.
 16. To be sure the plan covers all the goals.
- VIII. To decide on a test for the plan—
 17. By setting some indicator of success to watch for.
 18. By dropping the plan if it seems to be failing.

